

**Tennessee Department of Labor and Workforce Development
Division of Adult Education**

Application for Funding

**APPLICATION GUIDE FOR AN INTEGRATED ENGLISH LITERACY AND
CIVICS EDUCATION GRANT**

The Tennessee Department of Labor and Workforce Development, Division of Adult Education, announces the availability of special resources to enhance English literacy and civics education services to immigrants and other limited English proficient populations. Civics education is defined by the US Department of Education in the Federal Register as “an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers and community members.”

The funds for this grant are allocated to the Division of Adult Education by the United States Department of Education, Office of Vocational and Adult Education, to help expand English literacy services and to provide an integrated program of services that incorporates literacy, American history, and civics education.

Contingent upon funding, 9 new grants, with a funding range of \$20,000-\$50,000, will be awarded to local programs on a competitive basis. Funding for successful applicants will begin on or before September 1, 2006 and end June 30, 2007. Program providers eligible to apply include local adult education programs, local educational agencies, community-based organizations of demonstrated effectiveness, volunteer literacy organizations of demonstrated effectiveness, institutions of higher education, public or private non-profit agencies, libraries, public housing authorities, a non-profit institution, not described above, with the ability to provide literacy services to adults and families, or a consortium of any of the previously listed agencies or organizations.

Grantees may collaborate with employers, community organizations or other appropriate agencies to carry out project activities.

Proposals must be written in clear, concise language and follow the format outlined in the “Program Proposal Format” included in the application packet.

For assistance, please contact:

Hope Lancaster
Phone: 615-741-7057
Email: Hope.Lancaster@state.tn.us

Instructions to Potential Grantees

Reviewers of the proposals will note the thoroughness of the proposed plan by specific criteria and will recommend that applicants deemed fully and adequately responding to the application review guidelines be considered for funding.

Reviewers will read and score the proposals using the attached Score Sheet and recommend for funding projects that demonstrate thoroughness of plan, evidence of previous program effectiveness and sound, research-based practice and evaluation. Successful proposals will follow the outline defined in the attached "Program Proposal Format."

The original proposal and two copies must be received by:

- **the Tennessee Department of Labor and Workforce Development, Division of Adult Education**
- **on or before 4:00 PM Central time**
- **June 23, 2006.**

Proposals received after this date, whether by U.S. mail, commercial delivery, email, or delivered in person, will not be considered.

No fax transmissions will be accepted.

If the proposal is emailed, the "Division of Adult Education EL/Civics Assurances" page with original signatures must be mailed or delivered and received by the due date.

Please send the proposal and copies to the following address:

Pam Milam
Department of Labor and Workforce Development
Division of Adult Education
Davy Crockett Tower, 11th Floor
500 James Robertson Pkwy.
Nashville, TN 37245
(615)532-6313
Pamela.Milam@state.tn.us

Proposal review and scoring will be completed and applicant notification will be completed by July 30, 2006.

Proposal Organization

Applications must be prepared and sequenced in accordance with the instructions outlined in this section. When completed, proposals are to be assembled as follows:

- 1) Application Title Page – Include: a) agency name and county b) contact person's name, address, phone, and email address c) amount of funds requested, amount of in-kind, and total budget amount.
- 2) Program narrative
 - A. Organizational Overview
 - B. Statement of Past Effectiveness and Statement of Need

- C. Program Goals
- D. Program Design
- E. Program Implementation
- F. Program Evaluation
- 3) Budget
 - A. Budget Request Form
 - B. Budget Narrative
- 4) Signed Assurances

Preparation of the Proposal

The proposal should be no longer than 12 pages in length, including the title page, checklist, budget request sheet and signed assurances page. It should include numbered pages, heading and content which match those of the attached “Program Proposal Format.” Proposals should be typed, double-spaced with 1 inch margins on 8 ½ x 11 inch white paper. Please staple proposals in the upper left-hand corner. Do not send proposals in binders or folders. For ease of reading, please use a standard easy to read 12 point font.

Guidelines for Writing Proposal

The following guidelines and instructions are to be used in writing a proposal. All guidelines are written to ensure that programs follow the purpose of the State Plan under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998.

A. Targeted Population

The targeted population includes adults who are:

1. at least 16 years of age and are not enrolled or required to be enrolled in secondary school under state law, and
2. immigrants, refugees, and other Limited English Proficient (LEP) adults who lack proficiency in reading, speaking, or writing the English language.

A student scoring above the “Advanced ESL” (NRS level) is not eligible for services under this grant.

B. Criteria for Awarding Grants to Eligible Providers

The Tennessee Department of Labor and Workforce Development, Division of Adult Education shall consider:

1. the degree to which the eligible provider will establish measurable goals for participant outcomes;
2. the past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1 year period beginning with the adoption of an eligible agency’s performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding established performance measures, especially with respect to those adults with the lowest levels of literacy;
3. the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
4. whether or not the program –

- is of sufficient intensity and duration for participants to achieve substantial learning gains; and
 - uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
5. whether the activities are built on a strong foundation of research and effective educational practice;
 6. whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
 7. whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
 8. whether the activities are staffed by well-trained instructors, counselors, and administrators;
 9. whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary institutions, one-stop centers, job training programs, and social service agencies;
 10. whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
 11. whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
 12. whether the local communities have a demonstrated need for additional English literacy programs.

C. Eligible Program Recipients

1. local educational agencies
2. community-based organizations of demonstrated effectiveness
3. volunteer literacy organizations of demonstrated effectiveness
4. institutions of higher education
5. public or private non-profit agencies
6. libraries
7. public housing authorities
8. nonprofit institutions that have the ability to provide literacy services to adults and families
9. consortia of agencies, organizations, institutions, libraries, or authorities previously described.

D. Evaluation of Proposals

See Score Sheet included in the application packet.

Additional Information for Potential Grantees:

Program Accountability

All successful applicants must submit data based on the Federal requirements of the National Reporting System (NRS). Information on the NRS may be found on the web page <http://www.nrsweb.org/>. Implementation of the NRS in Tennessee is through the Consolidated Management and Tracking System (CMATS). The CMATS database allows for data to be accessed and reported by sub-population, program, and class. EL/Civics student attendance and educational gains must be reported in CMATS. All grantees will be allowed access to CMATS after attendance at required CMATS training. Training and technical assistance are provided free of charge to eligible program staff.

Tennessee has negotiated core performance targets with the US Department of Education. Agencies funded under this RFP are, as a minimum, expected to achieve the ESL targets for 2006-2007 as outlined below:

Educational Gain (Advancing an Educational Functional Level):

The percentage targets outlined below indicate the percent of enrolled students who have advance one or more functioning levels based on standardized pre- and post-testing using one of the assessment instruments listed below.

- | | | |
|---|-----------------------|-----|
| • | ESL Literacy | 47% |
| • | Low Beginning ESL | 31% |
| • | High Beginning ESL | 47% |
| • | Low Intermediate ESL | 59% |
| • | High Intermediate ESL | 50% |
| • | Advanced ESL Literacy | 31% |

Participant Assessment

EL/Civics programs must assess students using standardized pre-post assessments to report educational gain measures as indicated in previous Program Accountability section. Approved assessments include BEST Literacy, BEST Plus, Best Oral, or CASAS. Students will be tested at intervals necessary to determine progress according to Tennessee's assessment policy. Assessment policy information will be distributed to selected grantees at an initial EL/Civics training. An initial training will be held in the fall for Supervisors and teachers. A follow-up training for teachers will be scheduled in the spring.

Funding

Funds for EL/Civics programs are intended for direct services to individuals. Allowable expenditures under this RFP include, but are not limited to:

- Instruction
- Assessment, tracking and documenting student outcomes
- Staff development

- Instructional technology, materials and supplies and
- Administration and supervision of instruction.

Administrative expenditures are limited to **five percent** of the award.

Proposed budgets will be reviewed and items deemed inappropriate, unallowable or inconsistent with the specific program requirements outlined in the RFP will be eliminated.

Additional Information

The Tennessee Department of Labor and Workforce Development, Division of Adult Education, reserves the right to call applicants for clarification of their proposals.

To the extent possible, the Tennessee Department of Labor and Workforce Development, Division of Adult Education, will make awards to responsible applicants who demonstrate the ability to perform successfully under the terms and conditions of this request for proposals. Consideration will be given to such matters as applicant integrity, compliance with public policy, record of past performance, and financial and technical resources.

Incomplete proposals will not be considered.

Tennessee Department of Labor and Workforce Development, Division of Adult Education, reserves the right to reject all proposals received or cancel this RFP if it is in the best interest of the Department.

**Tennessee Department of Labor and Workforce Education,
Division of Adult Education
Integrated English Literacy and Civics Education Grant
Program Proposal Format**

1. Organizational Overview and Statements of Past Effectiveness and Need (10 Points)

- A. an organizational overview that describes existing ESOL program;
- B. a description of past effectiveness in improving the literacy skills of adults and families;
- C. a statement of the local community's demonstrated need for additional English literacy programs; and
- D. plan to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.

2. Program Goals (15 points)

- A. Identify 3-5 measurable goals for program and participant outcomes including, but not limited to, the projected number served through this grant and program performance measures as compared to the Division of Adult Education's performance measures. These goals will be the basis for evaluating program effectiveness.

3. Program Design (20 points)

- A. List your proposed schedule of classes including number of days and hours per week to demonstrate intensity and duration for participants to achieve substantial learning gains.
- B. What instructional practices will you use in your EL/Civics program? Describe how you will:
 - provide an integrated program that emphasizes contextualized instruction on English language,
 - the rights and responsibilities of citizenship,
 - naturalization procedures,
 - civic participation, and
 - U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers and community members.
- C. State how you will help EL/Civics participants learn to effectively participate in the education, work and civic opportunities of this country. (Give specific examples.)

4. Program Implementation (25 points)

Describe how you will implement the proposed project. Include in the description:

- A. what curriculum framework(s) and/or teacher resources will be used.
- B. how you will build on a strong foundation of research and effective educational practice;
- C. how you will effectively employ advances in technology, as appropriate, including the use of computers;
- D. your plan to provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- E. your plan to staff the classes with well-trained instructors;
- F. how you will coordinate with other available resources in the community, such as establishing strong links with schools, post-secondary institutions, one-stop centers, job training programs, and social services agencies;

- G. your plan to offer flexible schedules and support services, including partnering with other agencies, to provide transportation and child care, if applicable, to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
- H. A description of the steps you propose to take to ensure equitable access to, and equitable participation in, the proposed grant activities conducted with EL/Civics funds. Address the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

5. Evaluation (20 points)

Describe your plan to track participant outcomes, monitor program performance, and use the data for continuous program improvement. Include:

- A. plan to maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures included in the State Plan and the NRS
- B. Description of how teacher(s), learners and others will be involved in evaluation. Evaluation should include methods based on Tennessee's performance standards as included in the State Plan and the National Reporting System (NRS).
- C. Assessment must include pre-and post-testing using a standardized instrument. Approved tests for Tennessee include BEST Literacy, BEST Plus, Oral BEST or CASAS.
 - Identify the instrument that will be used for the proposed program and include a brief description of the assessment plan.

6. Budget (10 points)

- A. Use the budget sheet included in this packet to provide an itemized project budget that is cost effective.
- B. Provide budget narrative that shows how you plan to use the grant resources to accomplish the work described above.
- C. Include in your budget and narrative sufficient funds to allow the instructor time to:
 - plan,
 - deliver and document the program,
 - assist in the revision of existing *ESOL Curriculum Resources Book*
 - submit learning activities, and
 - participate in the Tennessee ESOL discussion list and attend two EL/Civics training sessions.
- D. Travel expenses should be included in your budget according to state guidelines for travel and include funding for the:
 - the supervisor to attend one training, and
 - the instructor to attend two trainings
- E. A laptop computer is an allowable expense for those programs using the BEST Plus assessment instrument.
- F. There is required 5% cash or in-kind match which must be noted on the Budget Request Form (included in this packet) and a description included in the budget narrative.
 - The applicant will spend not more than five percent of the grant on for administration, unless the Division of Adult Education has approved a different rate.

EL/Civics Grant Proposal Budget Request

Note: Please include a budget narrative that describes your proposed costs.

Fiscal Agent (program, agency, or institution): _____

Budget Contact Person: _____ Phone: _____

Personnel:

Instruction _____

Paraprofessional
(for Instructional Support) _____

Employee Benefits _____

*Administration (Personnel) _____

Total Personnel _____

Non-Personnel

Materials and Supplies _____

Equipment _____

Travel _____

*Administration _____

Total Non-Personnel _____

Total Personnel and Non-Personnel Requested Grant Amount** _____

Match (5%) ___Cash ___In-kind _____

Grand Total EL/Civics Grant Budget _____

*Administration costs can be either personnel, non-personnel or a combination of both; however, the total will not exceed 5% unless the Division of Adult Education (DAE) has approved a different rate.

**This amount, if approved, will be the amount eligible for reimbursement. The DAE reserves the right to adjust the requested funding level of any and all proposals received as a result of this announcement.

It is the responsibility of all programs funded by this grant to maintain accurate, complete financial records. Adequate accounting practices and procedures must be in place. Programs and funds will be administered in accordance with the fiscal policies and procedures established by the Division of Adult Education. Amounts reported as expenditures must be for allowable EL/Civics services. Records must show that those who received services were eligible to receive them.

**Division of Adult Education
EL/Civics Assurances
2006-2007**

The chief administrative officer of the applying agency certifies that:

1. The officer signing the application is officially empowered to act on behalf of the agency.
2. The materials and information submitted with this proposal are accurate and represent the best estimate of the proposed program activities.
3. The programs and/or services funded under the grant or contract will be provided at no cost to the students.
4. Program operation, documentation, reporting, teacher qualifications, and staff development activities will be in accord with the policies of the Tennessee Department of Labor and Workforce Development, Division of Adult Education office requirements.
5. Funds will be used for the instruction of eligible limited English proficient adults. EL/Civics funds cannot be used to serve students who have advanced out of ESL Level 6 of the NRS
6. EL/Civics funding must be used to supplement, but not supplant, existing programs and/or funding.
7. The measurable goals upon which the proposal is written and funding awarded will provide the standard by which the program will be evaluated for compliance, implementation and outcomes, including achievement results, for students.
8. The program supervisor and the EL/Civics teacher will attend two grant meetings.
(Attendance at the second meeting is optional for the supervisor.)
9. EL/Civics student attendance and educational gains will be reported in Tennessee's Management Information System (CMATS) as "Special Activity – EL/Civics."
10. EL/Civics instructors will participate in the revision of the EL/Civics section of the Tennessee ESOL Curriculum Resource Book.
11. EL/Civics classes will begin on or before September 1, 2006.
12. EL/Civics grant recipient certifies direct and equitable access to all grant activities for all persons and assures that no person, on the grounds of handicap, disability, age, race, color, religion, sex, national origin, or any other classification protected by federal and/or Tennessee State constitutional and/or statutory law, shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the activities that may be funded by this program or in their employment.
13. Reports will be submitted in a timely and accurate manner. Request for Reimbursement will be sent to the Division of Adult Education monthly. A progress report will be sent to the Division of Adult Education quarterly. The final report will be submitted on or before June 1, 2007.

Signature of EL/Civics Supervisor

Date

Signature of Director/President

Date

GRANT CHECKLIST

In order to be considered, proposals must include the following, in the order listed. The Checklist must be signed and sent with the proposal package.

- ☐ Signed Application Title Page
- ☐ Signed Checklist
- ☐ Organizational Overview
- ☐ Statement of Past Effectiveness
- ☐ Statement of Need
- ☐ Measurable Program Goals
- ☐ Program Design
- ☐ Schedule of Services Chart
- ☐ Program Implementation Description
- ☐ Budget Request Form
- ☐ Budget Narrative
- ☐ Signed Assurances Page

Signature

Date

Print Name

Phone Number